



SIGNIFICANCE OF VOCATIONAL EDUCATION IN INDIA

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ABSTRACT

Although the field of education has made progress in the past ten years, vocational education seems to have lost its importance. This has led to the widening gap between the supply and demand for skilled manpower across various industries. This shortage of skills has translated directly into unemployment among an increasing number of graduates who pass out every year and are forced to be retrained in order to become marketable. The lack of a formal degree and the belief that the vocational track is only suitable for people from a lesser financial background has resulted in the declining popularity of this area. While students from a middle-class background are attracted into academic pursuits and take up orthodox degrees, pursuing a vocational education has remained a less-explored field. The University Grants Commission (UGC) is also taking initiatives and has invited proposals from universities and colleges to start courses on skill development. The need of the hour is to focus upon skill based education as a part of higher education. Vocational education is education within vocational schools that prepares people for a specific trade. It directly develops expertise in techniques related to technology, skill and scientific technique to span all aspects of the trade. Vocational education can be at the secondary, post-secondary level, further education, and higher education level and can interact with the apprenticeship system. The basis of vocational education is training which is termed as internships in the academic dialect. The present paper tries to know whether the students are aware about vocational system of education and that are they ready to accept it as it is or with some changes. The results put light on several related aspects like lack of awareness about vocational education, lack of faith, need of internships as a compulsory component and many more.

KEYWORDS: Vocational Education, Higher Education, Students, Internships, Lack of awareness.

INTRODUCTION:

Vocational Education can be defined as the education that is based on occupation and employment. Vocational Education is also known as career and technical education (CTE) or technical and vocational education and training (TVET). It prepares people for specific trades, crafts and careers at various levels in all spheres of life. It involves various practical activities. It is sometimes referred as technical education because the trainee directly develops expertise in a particular group of techniques. Vocational education is related to the age-old apprenticeship system of learning. In other words Vocational Education may be classified as teaching procedural knowledge. Vocational education consists basically of practical courses through which one gains skills and experience directly linked to a career in future. It helps students to be skilled and in turn, offers better employment opportunities.

Need for Vocational Education:

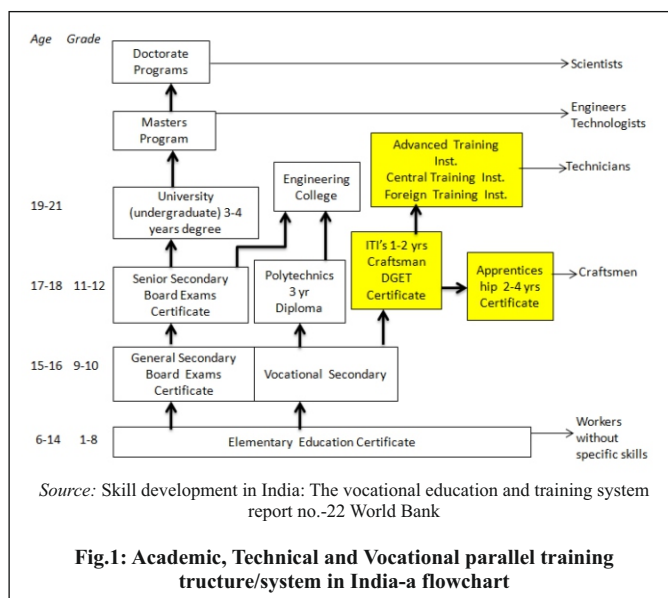
Vocational, or skills-based, education is becoming more and more important today, with many employers expecting new employees to have all the practical skills they need to start work and also for those who have to support their families immediately after senior secondary education. Vocational courses are typically more practical and skills-based than academic degrees, but they are often taught at universities as well as colleges and technical institutes. Vocational Education and Training (VET) is an important element of the nation's education initiative. Vocational education has to be viewed from different multi-layered practices. One is of course the hands on training component. The other is employment generation and sustainability. If you know exactly what you want to do in your career and it requires practical skills, then vocational learning is important. It could be hospitality and tourism, retail management, software development or interior design. There are literally thousands of skills based training options out there. In today's technical world, even an engineering graduate is supposed to have some technical skills apart from the degree possessed by him or her i.e. in the form of certification etc.

Vocational Training in India:

In India, we believe that education is the key to the task of nation-building. It is also a well-accepted fact that providing the right knowledge and skills to the youth can ensure the overall national progress and economic growth. The Indian education system recognizes the role of education and particularly Vocational Education. Vocational training in India is provided on a full-time as well as part-time basis. Full-time programs are generally offered through I.T.I.s Industrial training institutes. The nodal agency for granting the recognition to the I.T.I.s is NCVT, which is under the Ministry of Labour, Govt. of India. Part-time programs are offered through state technical education boards or universities who also offer full-time courses.

The technical and vocational education and training system (TVET) in India develops human resource through a three-tier system:

1. Graduate and post-graduate level specialists (e.g. IITs, NITs, and engineering colleges) trained as engineers and technologists.
2. Diploma-level graduates who are trained at Polytechnics as technicians and supervisors.
3. Certificate-level for higher secondary students in the vocational stream and craft people trained in ITIs as well as through formal apprenticeships as semiskilled and skilled workers.



REVIEW OF LITERATURE:

(OECD, 2012) In the last thirty years a major trend has been to 'de-differentiate' work and education with the pursuit of more flexible forms of work and generic skills, and the blurring of the boundaries between educational institutions. While de differentiation is pursued to overcome the negative consequences of specialization and growing social inequalities, it may undermine the specialization that is important for innovation and growth in the 'knowledge economies'. As a result, policy makers are increasingly calling for greater collaboration between vocational education and universities. (Ms. Swati Mujumdar) There is little capacity in vocational education in India and even that is under-utilized. Vocational Education and Training (VET) is an important element of the nation's education ini-

tative. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the demographic dividend, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area.

National Council for Vocational Training (NCVT):

National Council for Vocational Training, an advisory body, was set up by the Government of India in the year 1956. The National Council is chaired by the Minister of Labour, with members from different Central and State Government Departments, Employers and Workers organizations, Professional and Learned Bodies, All India Council for Technical Education, Scheduled castes and Scheduled tribes, All India Women's Organization, etc. And State Councils for Vocational Training at the State level and Trade Committees have been established to assist the NCVT. Main mandate of the NCVT, according to DGE&T, is to establish and award National Trade Certificates in engineering, non-engineering, building, textile, leather trades and such other trades which are brought within its scope by the Government of India. It also prescribes standards in respect of syllabi, equipment, scales of accommodation, duration of courses and methods of training. It also conducts tests in various trade courses and lays down standards of proficiency required for passing the examination leading to the award of National Trade Certificate etc. A new direction has been given to Vocational Education by NCVT.

Type of Institutions for Vocational training:

Different institutions which impart vocational training can be classified into five categories: (i) Government, (ii) Local body, (iii) Private aided, (iv) Private unaided, and (v) not known. According to a NSSO report vocational training is received by only 10% of persons aged between 15-29 years. Out of this only 2% receive formal training, while non-formal training constitutes the remaining 8%. Out of the formal training received by that particular age group only 3% are employed. Most sought after field of training is computer related training. Only 20% of formal vocational training is received from ITI/ITCs. In India, technical education and vocational training system follows patterns like graduate - post graduate, engineer - technologists through training colleges, diploma from polytechnics and certificate level training in ITIs through formal apprenticeships.

The Vocational Training in India is imparted by mainly two types of bodies:

- Public Industrial Training Institutes (ITIs)
- Private owned Industrial Training Centres (ITCs)

The Indian Government has invested a lot for the development of skills through ITIs. The DGE&T generally regulates these ITIs and ITCs at national level and implements policies for vocational training.

Problems for Vocational Education Implementation:

Vocational training has been successful in India only in industrial training institutes and that too in engineering trades. There are many private institutes in India which offer courses in vocational training and finishing, but most of them have not been recognized by the Government. Firstly required steps should be taken to recognize appropriate institutes those fulfill the underlined criteria.

Vocational Higher Secondary schools are under MHRD in India. This need to be made strong as this is the base of Vocational Education. Through, the study of the prevalent Vocational Education System in India the following problem areas have been identified :-

1. There is a high drop-out rate at Secondary level.
2. Vocational Education is presently offered at Grade 11, 12th.
3. Private & Industry Participation is lacking.
4. Less number of Vocational Institutes in the country.
5. Not adequate number of trained faculty.
6. Vocationalization at all levels has not been successful.
7. Lacking of new sectors of vocational education and skills training.
8. Acute shortage of skilled instructors and teachers in the country.
9. Lack of opportunities for continuous skill up-gradation.
10. Current education system is non-responsive to the skill demands of the existing and future industry, leading to a supply-demand gap on various counts.
11. Outside the school system, relevant vocational training centers are ill-

equipped to handle the demand and are accessible to only a selected number of students who have passed at least level 10 and 10+.

12. Huge demand-supply skill gap. 90% of the jobs in India are "skill based"; entailing the requirement of vocational training. It is estimated that only 5% of the youth in India are vocationally trained.
13. Most of the Vocational Education Training Institutes are characterized by structurally rigid and outdated centralized syllabi that do not have much sync with the prevailing market conditions.
14. Absence of monitoring committee.

CONCLUSION:

Vocational Education strengthens any country's employment and same way its economy. India being a developing world has come a long way to enhance and implement Vocational Education. In order for Vocational Education to play its part effectively in the changing national context and for India to enjoy the fruits of the technical fields, there is an urgent need to redefine the critical elements of imparting vocational education and training to make them flexible, contemporary, relevant, inclusive and creative. The Government is well aware of the important role of Vocational education and has already taken a number of important initiatives in this area. To stimulate and support reforms in skills development and to facilitate nationally standardized and acceptable, international comparability of qualifications, a "National Vocational Qualifications Framework" is being established by the Central Government. Central Advisory Board of Education (CABE) has resolved to set up an inter-ministerial group which would also include representatives of State Governments to develop guidelines for such a National Framework.

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